



Faculty of Education

Mental Health Department

**One Track Mindedness and Its Relation to the Emotional  
Regulation of University Students "Clinical– Psychometric Study"**

Dissertation Submitted for the Master Degree in Education  
(Mental Health)

By

**Huda Owais Sakran Abu Al-goud**

Demonstrator in Mental Health Department

Faculty of education- Fayoum University

Supervised By

Dr.

**Mohamed Abd el All El- sheikh**  
Prof. of mental health

Faculty of Education-

Fayoum University

Dr.

**Sayed Garhy El-Saged Youssef**  
Assistant Professor of

Mental Health and Acting  
Head of Mental Health Department

Faculty of Education-

Fayoum University

2021A.D/ 1443Hj

ملخص الدراسة

باللغة الإنجليزية

## **Summary of the study**

### **First: Introduction:**

One track mindedness is significant problem that people can face as they find themselves unable to understand and accept the radical transformations and changes taking place. They tend to resist the other ideas and beliefs, refuse to evaluate their information, and tend to exclude people with other opinions that are Contrary to their own. This may result in many problems related to the social interaction between members of society. University students constitute an important section of the society which should shoulder a great deal of responsibility for the progress of society and keeping pace with the changes sweeping the world and therefore it is necessary to pay attention to the way they think.

Emotional regulation is a significant factor in the creation of a positive social and emotional development as it helps individuals to make decisions in different circumstances and promotes personal ability to face difficult situations. There is a strong relation between emotional regulation and cognitive ability since emotion and cognition are related processes which are mutually influential.

A person who adopts asset of belief and ideas about himself and the others can effectively deal with his emotions and the others' emotional responses. On the flip side, one track mindedness person always seeks to stick to his beliefs and lacks the flexibility which might lead to maladjustment with one's own self and the others.

### **Second: Research Problem:**

The study seeks to answer the following question:

What is the relationship between one track mindedness and emotional regulation?

### **Third: Research Objectives:**

- 1-Identifying the relation between one track mindedness and emotional regulation in a sample of university students.
- 2-Identifying the relation between one track mindedness and some demographic factors.

3-Identifying the dynamic factors underlying one track mindedness in university students.

#### **Fourth: Importance of the study:**

##### **1- theoretical importance:**

A- It serves as an introduction to understanding university students approach to others and their ability to control their emotions and accept different views.

B- Supplying researchers with data about the basic study terms (one track mindedness and emotional regulation).

##### **2- Practical importance:**

A- Orienting parents to exercise a positive role in fostering open-mindedness and critical thinking and accepting different points of views.

B- Designing remedial programs to modify the thinking of one track mindedness.

#### **Fifth: Study terms:**

These include one track mindedness, emotional regulation and university students.

#### **Sixth: Research Parameters:**

##### **1- Methodology :**

The study adopts the descriptive approach to identify the nature of the relation between one track mindedness and emotional regulation. It also applied the clinical approach to identify the dynamic factors underlying one track mindedness.

##### **2- Study community:**

The Study community includes the faculty of education student, Fayoum University in the academic year 2019/2020 from the four academic years across the science and humanities departments.

##### **3- Study sample:**

###### **A- pilot sample**

The study sample is selected randomly from the faculty of Education students from different departments (2019-2020). The initial sample was 436, but 150 were excluded. The final sample is 386(58 males and 328 females) within the average age group of 18-28. The average age is 20-27 and the standard deviation id 1.21. The is to ensure that the psychometric characteristics of the study tools and their suitability to the sample.

### **B- Main sample:**

The study tools are applied after the verification of the psychometric characteristics on a sample of 1525 students at the Faculty of education. 332 incomplete forms were excluded, and 161 forms were also excluded to have equal numbers of students from both science and humanities departments. The final number is 1036: 132 males and 904 females in the age group of (17-23) and an average age of 19.77 and standard deviation of 1.34.

## **4- Study tools**

### **A- Psychometric study tools:**

- One track mindedness scale (researcher-designed).
- Emotional regulation (researcher-designed).

### **B- Clinical tools:**

- Case study forms. (Researcher-designed).
- SCT Test.
- TAT test.

## **5- Statistical Tools:**

- Mean average and standard deviation.
- Pearson's linear link coefficient.
- Alfa-Kronbach coefficient.
- Exploratory factor analysis.
- T-test to identify direction of differences.
- One-way Anova.

## **Seventh: Study Hypotheses:**

1-There is no statistically significant relation between one track mindedness and emotional regulation in university students.

2-There is no statistically significant relation between score average of males and females on the one track mindedness scale.

3- There is no statistically significant relation between the average scores of each of the scientific and literary departments on the scale of one track mindedness among university students.

- 4- There are no statistically significant differences between the mean scores of the students in the four academic teams on the university students' one track mindedness scale.
- 5- There are no statistically significant differences between the mean scores of both males and females on the emotional regulation scale among university students.
- 6- There are no statistically significant differences between the mean scores of each of the scientific and literary departments on the emotional regulation scale among university students.
- 7- There are no statistically significant differences between the mean scores of the students in the four academic teams on the emotional regulation scale among university students.
- 8- 8-there are remarkable differences in the personality dynamics between the low and high extremes in the one track mindedness scale as shown in the SCT and TAT tests.

### **Eighth:** Stages of conducting the study:

- 1-Identifying the problem and its different aspects.
- 2-The theoretical framework and literature review on one track mindedness and the emotional regulation.
- 3-Preparing the study tools and judging their efficacy.
- 4-Applying one track mindedness scale on emotional regulation scale on the pilot sample to ensure the psychometric characteristics of the scale and its suitability to the study sample.
- 5-Applying the final version of the one track mindedness and emotional regulation scales on the main study sample.
- 6-organizing the study data in tables according to the study variables.
- 7-Statistical processing of data.
- 8-Drawing results to discuss and interpret them.
- 9-Presenting some educational recommendations and study ideas.

### **Ninth: Results**

- 1-The presence of an inverse relation between one track mindedness and emotional regulation in university students.

- 2- The presence of statistically significant differences between males and females on the one track mindedness scale.
- 3- The presence of statistically significant differences between score average of students of science and literary departments on the one track mindedness scale.
- 4- The presence of statistically significant differences between the score average of the four academic years on the one track mindedness scale.
- 5- The presence of statistically significant differences between males and females on the emotional regulation scale.
- 6- The absence of statistically significant differences between scores average of students from science and literary departments on the scale of emotional regulation.
- 7- The presence of statistically significant differences in the score average of the four academic years on the emotional regulation.
- 8- The presence of differences in the personality dynamics between the low and high extremes in the one track mindedness scale as shown in the SCT and TAT tests.